Campus Master Plan Update
Cross-Team I
Atlanta Metropolitan College
March 4, 2011

Clement & Wynn, LLC in association with
Paulien & Associates
The Sizemore Group
The Jaeger Company
AGENDA:

1. History
2. Goals for Campus Master Plan
3. Campus Character
4. Existing Conditions
   a) Site
   b) Buildings
5. Academic & Strategic Objectives
6. Space Needs Analysis – Fall 2010
7. Future Requirements
   a) Built Space
   b) Land Use
8. Campus Capacity
HISTORY:

• **1965 - 1972**
  BOR authorizes a college for west metropolitan area of Atlanta

• **Fall 1974**
  Atlanta Jr. College opens with initial enrollment of 504 students

• **1976-1979**
  Academic and Library/Admin Bldg. completed

• **July 1988**
  Name changed to Atlanta Metropolitan College

• **1991 – 2000**
  Major Land Acquisitions & Student Center Completed

• **2001 – 2006**
  Declining Enrollment

• **2007**
  Dr. McGaha becomes president

• **2008 – 2010**
  Enrollment Increases to 3000; Academic Sciences Building & Student Center Underway
GOALS for the Master Plan

Perception vs. Reality

Atlanta Metropolitan College is NOT

• Private. . .
• An HBCU. . .
• A technical college. . .
• A last-choice school. . .
• Grade 13.
GOALS for the Master Plan

Perception vs. Reality

Atlanta Metropolitan College IS
A USG Institution.
A 2 yr. College... soon to be 4 yr.
A School of Choice...
Accessible Academically & Financially...
A Community Partner
A Change Agent
GOALS for the Master Plan

*Perception vs. Reality*

Atlanta Metropolitan College Offers:

- Quality Academic Programs…
- Dedicated Faculty. . .
- A Variety of Instructional Access. . .
- A True Desire for Student Success…
- Nurturing/Personal Interactions…
- Support for Traditional & Non-Traditional Students…
GOALS for the Master Plan

• Create More Accurate & Positive Perceptions
• Improve Curb Appeal & Visual Access
• Support Economic Development in the Surrounding Community
• Encourage Student Participation in “College Life”
• Retain the Best Things: Quality, Character, Intimacy as AMC Grows
• Identify Funding Sources that Ensure Timely Implementation of the Plan
CHARACTER of AMC

What is it Now…?

What will it be in the Future…?
CHARACTER of AMC - Now
CHARACTER Considerations... Vistas & Views
CHARACTER of AMC Campus
CHARACTER of AMC Buildings
CHARACTER of AMC Buildings
Higher Density Campus
EXISTING CONDITIONS
Aerial
Existing Conditions

- 14.3 Acres (22%) - Building and Parking Coverage
- 4.1 Acres (6%) – Recreation
- 47 Acres (72%) – undeveloped

- 65.4 Acres TOTAL
Work In Progress

- 17.6 Acres (27%) - Building and Parking Coverage
- 3.5 Acres (5%) – Recreation
- 44.3 Acres (68%) – undeveloped
- 65.4 Acres TOTAL
Recreational Space

- 3.5 Acres (5%) – Recreation
Flood Plains
Topography
Zoning & Setbacks

- Typical Zoning Setbacks
- Highway Right of Way
Entrances, Parking & Circulation.
Building Condition
Existing Facilities

- Building 100  Science Center  √ -
- Building 200  Harmon House  √ -
- Building 300  Casplan Warehouse  X
- Building 400  Central Energy  √
- Building 500  Academic Center  √
- Building 600  Library/Admin.  √
- Building 700  Health & PE Complex  √
- Building 800  Student Center  √
- 34 Peachtree (Leased Space)  √
STRATEGIC OBJECTIVES

Educational Environment
Academic Mission & Goals
Enrollment Trends & Targets
Staffing Requirements
Residential Development
Educational Planning Environment

- ACADEMIC EXCELLENCE
- Access Institution
- Affordability
- Personalized Attention
- Hosting/Outreach Activities

- Rapid Enrollment Increases
- Multi-campus Institution
- Addition of 4-Yr Program
- Residential → Student Life Vision
An Exemplary Teaching Institution

- Provides traditional and non-traditional students with learning experiences that challenging, supportive, individualized and innovative.
- Prepares students for
  - transfer to baccalaureate programs
  - entry or reentry into the work force
  - responsible participation in a rapidly changing, technologically sophisticated global society
- Values
  - faculty-student interactions
  - faculty use of innovative technologies
  - meaningful student participation
  - respect for intellectual & creative endeavors
A CHANGE AGENT within its geographical scope of influence

EDUCATIONAL ACCESS FOR UNDERSERVED STUDENTS WHO RETURN TO & REVITALIZE THEIR COMMUNITIES

- Collaborations with
  - K-12 school systems
  - 4-yr institutions
  - Government agencies
  - Business corporate and civic entities

- Outreach activities
  - Community revitalization efforts
  - Relevant curricular & co-curricular activities
  - Expanded public service initiatives

- TRIO Programs
- Continuing Education
PROGRAMS OF STUDY

- Associates Degree (USG Transfer Programs)
  - Associates of Arts
    - General Studies 524 majors
  - Associate of Science
    - Pre-Nursing 479 majors
    - Business Administration 443 majors
    - Teacher Education 209 majors
    - Criminal Justice 196 majors
    - Biology 121 majors
    - Psychology 117 majors
- Career & Certificate Programs
  - AAS Programs 61 majors
  - Certificate Programs 64 majors
On the Plus Side

- Quality & character of academic programs
- Dedicated faculty and staff – commitment plus credentials

- Actions Aligned with Objectives
  - Intentional in serving underrepresented groups
  - Accessible academically and financially
  - Supportive of nontraditional students
  - Nurturing through personal interaction
  - Varied instructional approaches

- Great Students
Recent Enrollment Trends

- 3-Yr Ave Increase = 17%
- 5-Yr Ave Increase = 12%

Ratio of FTE/HC has increased from 73% to 84%
Access to Instruction – F 2010

9% Cr Hrs Taught by INTERNET
3% Cr Hrs Taught Downtown

- Business & Computer Science
  - Downtown
  - Internet
  - Main

- Humanities & Fine Arts
  - Internet
  - Downtown
  - Main

- Science, Math & Health Professions
  - Internet
  - Downtown
  - Main

- Social Sciences
  - Internet
  - Downtown
  - Main
**Recent Staffing Trends**

From 2005 to 2010

- FTE Enrollment increased by 89%
- FT Faculty increased by 30%
- PT Faculty increased by 370%
- FT Non-Managerial Staff increased by 25%
- PT Non-Managerial Staff increased by 82%

<table>
<thead>
<tr>
<th>Employee Category</th>
<th>FT</th>
<th>PT</th>
<th>FTE/PT</th>
<th>FTE</th>
<th>FT/ (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>1</td>
<td>0</td>
<td>0.0</td>
<td>1.0</td>
<td>100%</td>
</tr>
<tr>
<td>Admin/Managers</td>
<td>25</td>
<td>1</td>
<td>0.5</td>
<td>25.5</td>
<td>98%</td>
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<tr>
<td><strong>Faculty</strong></td>
<td><strong>57</strong></td>
<td><strong>113</strong></td>
<td><strong>45.0</strong></td>
<td><strong>102.0</strong></td>
<td><strong>56%</strong></td>
</tr>
<tr>
<td>Professional</td>
<td>36</td>
<td>3</td>
<td>1.5</td>
<td>37.5</td>
<td>96%</td>
</tr>
<tr>
<td>Secr/Clerical</td>
<td>37</td>
<td>18</td>
<td>9.0</td>
<td>46.0</td>
<td>80%</td>
</tr>
<tr>
<td>Tech/Para prof</td>
<td>10</td>
<td>20</td>
<td>10.0</td>
<td>20.0</td>
<td>50%</td>
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<tr>
<td>Skilled Crafts</td>
<td>3</td>
<td>0</td>
<td>0.0</td>
<td>3.0</td>
<td>100%</td>
</tr>
<tr>
<td>Serv/Maintenance</td>
<td>20</td>
<td>0</td>
<td>0.0</td>
<td>20.0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>College Total</strong></td>
<td><strong>189</strong></td>
<td><strong>155</strong></td>
<td><strong>66</strong></td>
<td><strong>255</strong></td>
<td><strong>74%</strong></td>
</tr>
</tbody>
</table>
Enrollment & Faculty by Division

Majors by Division

- Soc Sciences
- Business & CSci
- Sci, Math & HP
- Hum & Fine Arts

Credit Hours by Division

- Soc Sciences
- Business & CSci
- Hum & Fine Arts
- Sci, Math & HP

Faculty FTE

- SOC 27%
- SCI 31%
- HUM 30%
- BUS 12%
Staffing by FT/PT and by Division

2005: FT Faculty/FTE Faculty = 80%
2010: FT Faculty/FTE Faculty = 56%

TARGET for FT Faculty/FTE Faculty 70%
Fall 2010 – Baseline Conditions

In Fall 2010 Atlanta Metro enrolled and had 3,037 students and 344 staff.

165,000 ASF
253,000 GSF
29% of ASF is Instructional Space

Downtown Campus has about 6,600 ASF
Implications of Enrollment Growth

Space per Student FTE

<table>
<thead>
<tr>
<th>Category</th>
<th>AMC 2006</th>
<th>AMC 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Special</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>General</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Support</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
Instructional Space

Classrooms are OVERCROWDED

There are NOT ENOUGH Classrooms. . .
Classrooms are the wrong size (too few seats)

AMC needs more classrooms with 40-60 seats
Classrooms not available at peak periods

Real Problems or Inaccurate PERCEPTIONS?
Utilization by Capacity

**Weekly Room Hours by Classroom Capacity**

- 20 and Under
- 21 - 25
- 26 - 30
- 31 - 35
- 36 - 40
- 46 - 50
- 61 - 75
- 76 - 100

**Student Station Occupancy by Classroom Capacity**

- 20 and Under
- 21 - 25
- 26 - 30
- 31 - 35
- 36 - 40
- 46 - 50
- 61 - 75
- 76 - 100
Utilization by DAY of WEEK

M/W and T/Th

F and S

Monday

Tuesday

Friday

Saturday
Utilization by Time of Day

AMC Main Campus

AMC Downtown

Average Classroom Use by Hour • MW

Average Classroom Use by Hour • TR

Average Classroom Use by Hour • MW

Average Classroom Use by Hour • TR
Other Users of Instructional Space

**Not-for-Credit Programs**
- Upward Bound
- Talent Search/EOC
- Continuing Education
- Others?

**Testing**
- RGEX, COMPASS, Other testing?
Classroom Guidelines vs. Actual

- **Weekly Room Hrs in Use**
  - CEFPI Target: 30 Hrs
  - USG Avg: 20 Hrs
  - AMC F 10: 29/18 Hrs

- **Station Occupancy**
  - CEFPI Target: 65%
  - USG Avg: 60%
  - AMC F 10: 62%/47%

- **Station Size**
  - CEFPI Target: 20 ASF
  - USG Avg: 20 ASF
  - AMC F 10: 20/29 ASF
Laboratory Guidelines vs. Actual

**Weekly Room Hrs**
- CEFPI Target: 16 Hrs
- USG Avg: 10 Hrs
- AMC F10: 24 Hrs

**Station Occupancy**
- CEFPI Target: 80%
- USG Avg: 60%
- AMC F10: 62%

**Station Size**
- CEFPI Target: 30 - 200 ASF
- USG Avg: 37 ASF
- AMC F10: 34 ASF
Normative Standards

Post-secondary Education Facilities Inventory & Classification System

CEFPI  WICHE  ACRL

- **Classroom** Space per Weekly Student Contact Hours
- **Laboratory** Space by disciplines offered, enrollment and staffing levels
- **Office** Space by number & mix of staff
- **Library** Space by volumes, student FTE
- **Performance Space** by mix of programs and FTE
- **Physical Plant** by amount of built space
- **Residential Space** by number of beds and nature of accommodations
### Space Needs Analysis

**Atlanta Metropolitan College - Main Campus**

**Baseline Year - Fall 2010**

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Existing Assignable Square Ft.</th>
<th>Guideline Assignable Square Ft</th>
<th>Surplus or Deficit in ASF</th>
<th>Percent Surplus or Deficit (vs Guideline)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3,037 HC/2,555 FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Space</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom &amp; Service</td>
<td>31,561</td>
<td>34,098</td>
<td>(2,537)</td>
<td>-7%</td>
</tr>
<tr>
<td>Scheduled Teaching Laboratories &amp; Service</td>
<td>8,163</td>
<td>13,000</td>
<td>(4,837)</td>
<td>-37%</td>
</tr>
<tr>
<td>Open Laboratories &amp; Service</td>
<td>7,911</td>
<td>11,242</td>
<td>(3,331)</td>
<td>-30%</td>
</tr>
<tr>
<td>Library (collection, study, service)</td>
<td>22,216</td>
<td>24,515</td>
<td>(2,299)</td>
<td>-9%</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>69,851</strong></td>
<td><strong>82,855</strong></td>
<td>(13,004)</td>
<td><strong>-16%</strong></td>
</tr>
<tr>
<td><strong>Student Support Spaces</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assembly &amp; Exhibit</td>
<td>7,225</td>
<td>14,000</td>
<td>(6,775)</td>
<td>-48%</td>
</tr>
<tr>
<td>Athletics/PE/Recreation</td>
<td>22,196</td>
<td>28,775</td>
<td>(6,580)</td>
<td>-23%</td>
</tr>
<tr>
<td>Student Union (gathering, merchandizing)</td>
<td>15,023</td>
<td>22,995</td>
<td>(7,972)</td>
<td>-35%</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>44,444</strong></td>
<td><strong>65,770</strong></td>
<td>(21,326)</td>
<td><strong>-32%</strong></td>
</tr>
<tr>
<td><strong>Offices &amp; General Support Space</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offices &amp; Office Service</td>
<td>41,799</td>
<td>42,768</td>
<td>(969)</td>
<td>-2%</td>
</tr>
<tr>
<td>Physical Plant &amp; Central Computer</td>
<td>9,431</td>
<td>9,366</td>
<td>65</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>51,230</strong></td>
<td><strong>52,134</strong></td>
<td>(904)</td>
<td><strong>-2%</strong></td>
</tr>
<tr>
<td><strong>Academic Core</strong></td>
<td><strong>165,525</strong></td>
<td><strong>200,759</strong></td>
<td>(35,234)</td>
<td><strong>-18%</strong></td>
</tr>
</tbody>
</table>

Amount of most space types was ADEQUATE for 2,000 HC Classroom & Office are sufficient to support F 2010 Enrl. Deficits in Lab, Library, Athl/PE/Rec and Stu Union are the result of rapid enrollment increase to over 3,000 HC.
Condition of Space

- Access
- Acoustics
- Adjacencies
- Age
- Allocations
- Ambient Environment
- Attractiveness
- Audio-Visual Resources
- Technology Infrastructure
Age and Attractiveness

Macon State College

Gainesville State College

Middle Georgia College
Adjacencies & Allocations

Academic Bldg = 42% non-Academic

Student Services widely dispersed

Physical Plant is all over the campus

Campus Safety in ACADEMIC Bldg

Inconvenient = Reduced Productivity for Students & Staff
Inequitable or Inappropriate Use of Space = Overbuilding
AV Technology & Infrastructure

Instructional Technology is STANDARDIZED

Equipment is UPGRADED every 3 years

Issues:
- RELIABILITY
- STATE-OF-ART
- LIGHTING
## Anticipated Capital Improvements

### Table: Room Use Code and Space Type

<table>
<thead>
<tr>
<th>Room Use Code</th>
<th>SPACE TYPE</th>
<th>Fall 2010 Baseline Assignable Square Ft.</th>
<th>In Progress ACADEMIC SCIENCES Assignable Square Ft</th>
<th>In Progress STUDENT CENTER ADDN Assignable Square Ft</th>
<th>In Progress Changes to Baseline Yr ASF</th>
<th>Projected Assignable Square Ft</th>
<th>Percent Increase over Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Classroom &amp; Service</td>
<td>31,561</td>
<td>9,440</td>
<td></td>
<td>9,440</td>
<td>41,001</td>
<td>30%</td>
</tr>
<tr>
<td>200</td>
<td>Instructional Labs</td>
<td>16,074</td>
<td>15,060</td>
<td></td>
<td>15,060</td>
<td>31,134</td>
<td>94%</td>
</tr>
<tr>
<td>300</td>
<td>Offices &amp; Office Service</td>
<td>41,799</td>
<td>6,325</td>
<td>4,267</td>
<td>10,270</td>
<td>52,069</td>
<td>25%</td>
</tr>
<tr>
<td>400</td>
<td>Library (collection, study, service)</td>
<td>22,216</td>
<td>2,280</td>
<td></td>
<td>2,280</td>
<td>24,496</td>
<td>10%</td>
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<tr>
<td>500</td>
<td>Special Use Space</td>
<td>22,196</td>
<td>0</td>
<td>4,241</td>
<td>4,241</td>
<td>26,437</td>
<td>19%</td>
</tr>
<tr>
<td>600</td>
<td>General Use Space</td>
<td>22,248</td>
<td>200</td>
<td>14,781</td>
<td>14,777</td>
<td>37,025</td>
<td>66%</td>
</tr>
<tr>
<td>700</td>
<td>Support</td>
<td>9,431</td>
<td>250</td>
<td></td>
<td>776</td>
<td>10,207</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL NON-RESIDENTIAL SPACE</strong></td>
<td><strong>165,525</strong></td>
<td><strong>33,555</strong></td>
<td><strong>23,289</strong></td>
<td><strong>56,844</strong></td>
<td><strong>222,369</strong></td>
<td><strong>34%</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Guideline Recommendation vs Existing and Projected Space

- **Guideline ASF**
- **Existing ASF**
- **Projected ASF**

![Chart showing the comparison between guideline, existing, and projected space for various categories such as Classroom, Laboratories, Offices & Serv, Library/Study, PE/Ath/Rec, Assembly/Exh, Student Union, and Physical Plant.](chart.png)
Compare with USG Two-Yr Schools

Largest RELATIVE shortfalls are in Special Purpose Space (PE/Athletic/Recreation) Physical Plant Space
Project Future Enrollment Growth

Enrollment Targets for Modeling Space Needs

5,000 HC, 7,500 HC and 10,000 HC
Technology & Instruction

Fall 2010 – Cr Hrs
Main = 88%
Internet = 9%
Downtown = 3%

FUTURE – Cr Hrs
Internet = will increase from 9 % to 18%
Downtown = to capacity @ 30 WRH/65% SSO
Main = remainder
Distribution by Day vs. Evening

Fall 2010
- Day
  67% CR in use
- Evening
  53% CR in use

FUTURE

DAY Growth =
For-Credit Programs

Evening Growth =
Upward Bound
Continuing Ed
## Project Staffing Requirements

### COMPARATIVE DATA

<table>
<thead>
<tr>
<th></th>
<th>FTE Students: FT Instructional Faculty</th>
<th>FTE Students: FT Non-Managerial Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMC F 2008</td>
<td>38.6:1</td>
<td>20.4:1</td>
</tr>
<tr>
<td>Ave (USG Two-Yr Col) F 2008</td>
<td>35.0:1</td>
<td>28.2:1</td>
</tr>
<tr>
<td>Ave (USG Two-Yr Col + State Col) F 2008</td>
<td>31.7:1</td>
<td>27.6:1</td>
</tr>
<tr>
<td>USG F 2008</td>
<td>21.2:1</td>
<td>9.9:1</td>
</tr>
<tr>
<td>AMC F 2010</td>
<td>44.8:1</td>
<td>24.1:1</td>
</tr>
</tbody>
</table>

**TARGET RATIOS for AMC**

- **35:1**
- **24:1**

### FACULTY

<table>
<thead>
<tr>
<th></th>
<th>Head Count</th>
<th>FTE</th>
<th>IPEDS FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty</td>
<td>57</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>113</td>
<td>45</td>
<td>38</td>
</tr>
<tr>
<td>Total AMC Faculty</td>
<td>170</td>
<td>102</td>
<td>95</td>
</tr>
<tr>
<td>Ratio of Students to Faculty</td>
<td>17.6:1</td>
<td>25.0:1</td>
<td>23:1</td>
</tr>
<tr>
<td>Proportion of Sections Taught by FT Faculty</td>
<td>56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ratio of FT Faculty to Total Faculty</td>
<td>34%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**USG 2-Yr Col Ave**

- 56.4%
- 67.6%
## Future Staffing Requirements

<table>
<thead>
<tr>
<th></th>
<th>Baseline Yr Fall 2010</th>
<th>Future Enrollment Targets</th>
<th>Increase vs Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Headcount</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>2,555</td>
<td>4,206</td>
<td>6,310</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>34,828</td>
<td>57,339</td>
<td>86,009</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount</td>
<td>170</td>
<td>227</td>
<td>340</td>
</tr>
<tr>
<td>FTE</td>
<td>102</td>
<td>168</td>
<td>252</td>
</tr>
<tr>
<td>Student HC to Faculty HC</td>
<td>17.9</td>
<td>22.0</td>
<td>22.0</td>
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<tr>
<td>Student FTE to Faculty FTE</td>
<td>25.0</td>
<td>25.0</td>
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<tr>
<td><strong>Staff</strong></td>
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<td></td>
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</tr>
<tr>
<td>Headcount</td>
<td>174</td>
<td>272</td>
<td>395</td>
</tr>
<tr>
<td>FTE</td>
<td>153</td>
<td>237</td>
<td>342</td>
</tr>
<tr>
<td>Student HC to Staff HC</td>
<td>17.5</td>
<td>18.4</td>
<td>19.0</td>
</tr>
<tr>
<td>Student FTE to Staff FTE</td>
<td>16.7</td>
<td>17.7</td>
<td>18.4</td>
</tr>
</tbody>
</table>
Residential Facilities

Traditional Doubles
- Large common spaces, shared bathrooms
- 125 to 175 ASF/bed

Suite-style
- Common space, private baths en suite, single or double bedrooms
- 225 to 275 ASF/bed

Apartments & Houses
- Cooking facilities, themes
- 300 to 350 ASF/bed

500/1000/1500 beds
Residential Development - Implications

Space per Student FTE - Fall 2006

Assignable Square Feet

- Library 400
- Special Use 500
- General Use 600
- Support 700

AMC 2006 ▲ AMC 2010 □ Commuter □ Residential
### Planning Parameters

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>TARGET FACULTY RATIOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>45:1</td>
<td>35:1 FTE Student/FT Instruct Faculty</td>
</tr>
<tr>
<td>23:1</td>
<td>23:1 IPEDS FTE Stu/FTE Faculty</td>
</tr>
<tr>
<td>34%</td>
<td>53% FT Faculty/Total Faculty HC</td>
</tr>
<tr>
<td>56%</td>
<td>71% Sections taught by FT Faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TARGET STAFF RATIOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>24:1 FTE Student/FT Non-Mang Staff</td>
</tr>
</tbody>
</table>

### OTHER OBJECTIVES

- 15% Student HC in College Housing
- 25% Sections in Computer Classrooms
- 50% Increase Outreach to HS Students

Robust Continuing Education
## Space Needs as Enrollment Grows

### Projected Space Needs Table

<table>
<thead>
<tr>
<th>Room Use Code</th>
<th>SPACE TYPE</th>
<th>Projected Assignable Square Ft.</th>
<th>Guideline Assignable Square Ft.</th>
<th>Surplus or Deficit (for 500 beds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Classroom &amp; Service</td>
<td>41,001</td>
<td>54,806</td>
<td>(81,398)</td>
</tr>
<tr>
<td>200</td>
<td>Instructional Labs</td>
<td>31,134</td>
<td>36,393</td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>Offices &amp; Office Service</td>
<td>52,069</td>
<td>64,701</td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>Library (collection, study, service)</td>
<td>24,496</td>
<td>36,940</td>
<td></td>
</tr>
<tr>
<td>500</td>
<td>Special Use Space</td>
<td>26,437</td>
<td>40,397</td>
<td></td>
</tr>
<tr>
<td>600</td>
<td>General Use Space</td>
<td>37,025</td>
<td>56,065</td>
<td></td>
</tr>
<tr>
<td>700</td>
<td>Support</td>
<td>10,207</td>
<td>14,465</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL NON-RESIDENTIAL SPACE</td>
<td>222,369</td>
<td>303,767</td>
<td>(81,398)</td>
</tr>
</tbody>
</table>

### Residential & Support Space Table

<table>
<thead>
<tr>
<th>Beds</th>
<th>500</th>
<th>1,000</th>
<th>1,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>900</td>
<td>Student Housing</td>
<td>67,500</td>
<td>190,000</td>
</tr>
<tr>
<td>800</td>
<td>Health Care</td>
<td>1,311</td>
<td>1,732</td>
</tr>
<tr>
<td>700</td>
<td>Physical Plant to support housing</td>
<td>3,441</td>
<td>9,587</td>
</tr>
<tr>
<td></td>
<td>TOTAL RESIDENTIAL &amp; SUPPORT SPACE</td>
<td>(72,252)</td>
<td>(201,319)</td>
</tr>
</tbody>
</table>
Implications of Enrollment Growth

ADDITIONAL Space Needed as Enrollment Grows

**Assignable Square Feet (in thousands)**

- **Classroom**: 50
- **Laboratories**: 10
- **Offices & Serv**: 20
- **Library/Study**: 15
- **PE/Ath/Rec**: 25
- **Assembly/Exh**: 5
- **Student Union**: 10
- **Physical Plant**: 30
- **Residential**: 100

**Assignable Square Feet (in thousands)**

- **Classroom**: 50
- **Laboratories**: 10
- **Offices & Serv**: 20
- **Library/Study**: 15
- **PE/Ath/Rec**: 25
- **Assembly/Exh**: 5
- **Student Union**: 10

**Legend**

- [ ] HC = 5000
- [ ] HC = 7500
- [ ] HC = 10000
# Needs for Current & Target Years

## STUDENT Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>TARGET</th>
<th>TARGET</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment</td>
<td>3,037</td>
<td>5,000</td>
<td>7,500</td>
<td>10,000</td>
</tr>
<tr>
<td>Existing ASF</td>
<td>185,525</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Add in ASF</td>
<td>35,234</td>
<td>81,398</td>
<td>207,662</td>
<td>336,089</td>
</tr>
<tr>
<td>Ratio: ASF/GSF</td>
<td>63%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Net Add in GSF</td>
<td>55,927</td>
<td>135,663</td>
<td>346,103</td>
<td>560,148</td>
</tr>
</tbody>
</table>

## Parking per HC

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking per HC</td>
<td>0.26</td>
<td>0.35</td>
<td>0.35</td>
<td>0.35</td>
</tr>
</tbody>
</table>

## Gross Parking

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Parking</td>
<td>775</td>
<td>1,750</td>
<td>2,625</td>
<td>3,500</td>
</tr>
<tr>
<td>Existing Parking</td>
<td>775</td>
<td>949</td>
<td>949</td>
<td>949</td>
</tr>
<tr>
<td>Net Add Parking</td>
<td>0</td>
<td>801</td>
<td>1,676</td>
<td>2,551</td>
</tr>
</tbody>
</table>

## Recreation per HC

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation per HC</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>Recreation Net SF</td>
<td>264,219</td>
<td>435,000</td>
<td>652,500</td>
<td>870,000</td>
</tr>
<tr>
<td>Recreation Gross (1.2)</td>
<td>317,063</td>
<td>522,000</td>
<td>783,000</td>
<td>1,044,000</td>
</tr>
<tr>
<td>Existing Recreation</td>
<td>178,596</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Add Recreation</td>
<td>138,467</td>
<td>343,404</td>
<td>604,404</td>
<td>865,404</td>
</tr>
</tbody>
</table>

## Proportion in Housing

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion in Housing</td>
<td>0%</td>
<td>10%</td>
<td>13%</td>
<td>15%</td>
</tr>
</tbody>
</table>

## Beds

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beds</td>
<td>0</td>
<td>500</td>
<td>1,000</td>
<td>1,500</td>
</tr>
</tbody>
</table>

## Parking per Bed

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking per Bed</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

## Parking for Residents

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking for Residents</td>
<td>0</td>
<td>500</td>
<td>1,000</td>
<td>1,500</td>
</tr>
</tbody>
</table>
### Acreage Needs for Current & Target Years

<table>
<thead>
<tr>
<th>ACREAGE per PHASE</th>
<th>Fall 2010</th>
<th>TARGET</th>
<th>TARGET</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT Enrollment</td>
<td>3,037</td>
<td>5,000</td>
<td>7,500</td>
<td>10,000</td>
</tr>
<tr>
<td>Net Add Academic + Parking</td>
<td>0.0</td>
<td>7.0</td>
<td>15.2</td>
<td>23.3</td>
</tr>
<tr>
<td>Existing</td>
<td>14.3</td>
<td>17.6</td>
<td>17.6</td>
<td>17.6</td>
</tr>
<tr>
<td>Work In Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Add Recreation</td>
<td>3.3</td>
<td>8.0</td>
<td>14.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Existing</td>
<td>4.1</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Work In Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Add Housing - incl. Parking</td>
<td>0.0</td>
<td>12.5</td>
<td>25.0</td>
<td>37.5</td>
</tr>
<tr>
<td>Existing</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Work In Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Net Add Need + WIP</td>
<td>21.7</td>
<td>48.6</td>
<td>75.2</td>
<td>101.9</td>
</tr>
<tr>
<td>Existing Developed</td>
<td>18.4</td>
<td>21.1</td>
<td>21.1</td>
<td>21.1</td>
</tr>
<tr>
<td>Work In Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DEFICIT</strong></td>
<td>3.3</td>
<td>27.5</td>
<td>54.1</td>
<td>80.8</td>
</tr>
<tr>
<td>Existing undeveloped</td>
<td>72%</td>
<td>47.0</td>
<td>68%</td>
<td>44.3</td>
</tr>
<tr>
<td>Undeveloped with Work In Progress</td>
<td></td>
<td>68%</td>
<td>44.3</td>
<td>68%</td>
</tr>
<tr>
<td>Total SITE</td>
<td>65.4</td>
<td>65.4</td>
<td>65.4</td>
<td>65.4</td>
</tr>
</tbody>
</table>
SITE CONSTRAINTS
Character of AMC
Higher Density Campus
Campus Evolution

Campus circa 1900

Campus Master Plan 1933

Campus circa 1982

Campus circa 1999
END
Interior